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ABSTRACT

The Comprehensive Education Reform Act of 1984 (CERA) provides the mandate and framework for the Tennessee Career Ladder Program for teachers and administrators. The development and structure of the Tennessee Career Ladder Plan for teachers, a five level program which provides for teacher certification based upon performance, is discussed in this report. The levels include probationary, apprentice, I, II, and III. The levels are explained, and qualifications for each are discussed. The CERA provides for local evaluation of teachers at the probationary and apprentice levels and Career Level I. State evaluation is mandated for Career Levels II and III using the Tennessee Career Ladder Evaluation System. Multiple data sources are used for the evaluation, including classroom observation, teacher developed portfolios, interviews, questionnaires, and written tests. The program is designed to attract, retain, and reward excellent teachers. A successful performance evaluation permits teachers to advance on the Career Ladder, which provides monetary incentives and professional growth opportunities. An outline of competencies and indicators with measurement statements is appended. (DWH)

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EVALUATION PROCEDURES IN THE TENNNESSEE CAREER LADDER PLAN

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State of Tennessee

presented to

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EVALUATION PROCEDURES IN THE TENNESSEE CAREER LADDER PLAN

Introduction

Career Ladder Programs are underway in the United States. A recent report indicates that fourteen states have enacted or approved performance based incentive plans for implementation or pilot testing; 8 states have legislative or State Board mandates to develop plans; and 15 states have incentive plans under consideration. (United States Department of Education, October 1984). The State of Tennessee appears to have the lead in the successful implementation of a comprehensive Career Ladder Program, one that is designed to attract the best teachers into the profession, to retain them once they are there, and to reward them for outstanding performance. This paper will discuss briefly the reason why Tennessee, a southern state not known for educational excellence, is in the forefront of educational reform. It will discuss the development and structure of the Tennessee Career Ladder Plan, with primary focus upon the evaluation procedures used at the state level and at the local school level.

The Development of the Career Ladder Program in Tennessee

Tennessee abounds in natural beauty and has a relatively low cost of living which has attracted a great deal of industry to the state. However, to keep attracting new industry and to give Tennesseans better job skills, the educational system needed improvement. Tennessee ranks

forty-fourth in the United States in family income, ranks forty-seventh in per pupil expenditure for education, and before the Career Ladder Program, ranked forty-first in teacher salaries. At the high school level students are not achieving at national norms on standardized tests, and the drop-out rate is a concern. The failure rate on the ninth grade proficiency test is over thirty percent.

In 1981 the Tennessee legislature commissioned an eighteen month study of education. The results of the legislative study were reported in December of 1983. This was nearly a year prior to "A Nation at Risk" and other reports that clamored for educational reform. The Tennessee report recommended investigating ways to reward outstanding teachers beyond their regular salaries, to use master teachers to help beginning teachers, and to have uniform evaluation procedures at the local level. (Tennessee Comprehensive Education Study, 1983)

Tennessee's Governor has made educational reform his number one priority. Using the state study as a beginning, Governor Lamar Alexander announced in January of 1983 a Better Schools Program. This program was on the drawing boards before the numerous studies which prompted educational reform in other areas. Tennessee was proactive, rather than reactive, relative to educational change and improvement.

Governor Alexander proposed ten programs to improve education in the state with a $210 million dollar pricetag. The most innovative and most important of the ten programs was the Master Teacher and Master Principal Program. Governor Alexander explained that:

The Master Teacher Program is an incentive pay system

that will make teaching a fully professional career, draw our best young people into it, keep our best teachers in it, challenge our best teachers to do even better, and inspire excellence in our classrooms by rewarding excellence in our teachers. (Governor Lamar Alexander, January, 1983).

It took over a year for the legislation for the Master Teacher Program to be approved and the program funded. By the spring of 1984 the Tennessee legislature, with bipartisan support, approved and funded the Comprehensive Education Reform Act of 1984 (CERA). This Act provides the mandate and the framework for the Tennessee Career Ladder Program.

Outline of the Tennessee Career Ladder Program

This paper will address the Career Ladder Program as it applies to teachers. An administrator's program for principals, assistant principals, and instructional supervisors is also a part of the Career Ladder Program. The Career Ladder Program for teachers is a five-tier ladder which provides for teacher certification based upon performance. The five levels are probationary, apprentice, Career Level I, Career Level II, and Career Level III.

To obtain a probationary certificate one must graduate from an approved teacher training program and must obtain a minimum qualifying score on the Core Battery of the National Teachers Examination. The probationary certificate is a one year certificate which is non-renewable. During the probationary year, a probationary teacher is

supervised by two tenured teachers. Evaluation of the teacher is conducted at the local school level under a system approved by the State Board of Education. The local school system recommends a probationary teacher for an apprentice certificate.

An apprentice certificate is valid for three years and is non-renewable. Apprentice teachers are evaluated annually at the local school level under a system approved by the State Board of Education. The local school system recommends an apprentice teacher for a Career Level I certificate. However, before an apprentice certificate is issued, the State Department of Education reviews and discusses the teacher's evaluation with the principal and interviews the teacher. If the State Department of Education disagrees with the local evaluation of the teacher, the state assigns an evaluation team to conduct a full evaluation of the teacher.

A Career Level I certificate is valid for five years and is renewable. Career Level I teachers are evaluated at the local school level under a system approved by the State Board of Education. The local school system must evaluate a Career Level I teacher twice during the five year certificate period. In the fifth year of the certificate, the State Department of Education reviews and discusses the teacher's evaluation with the principal and interviews the teacher. If the State Department of Education disagrees with the local evaluation of the teacher, the state assigns an evaluation team to conduct a full evaluation of the teacher. A teacher holding a Career Level I certificate receives a $1,000 incentive and is employed for a regular ten-month contract.

A Career Level II certificate is valid for five years and is renewable. At this level the state conducts a comprehensive evaluation. A Career Level II teacher is evaluated twice during the five year duration of the certificate. A teacher holding a Career Level II certificate may choose a ten-month contract which provides a $2,000 incentive or an eleven-month contract which provides a $4,000 incentive.

A Career Level III certificate is valid for five years and is renewable. A comprehensive state evaluation is required to earn a Career Level III certificate. A Career Level III teacher is evaluated twice during the five-year duration of the certificate. A teacher holding a Career Level III certificate may choose a ten-month contract which provides a $3,000 incentive, an eleven-month contract which provides a $5,000 incentive, or a twelve-month contract which provides a $7,000 incentive.

All teachers entering the teaching profession in Tennessee after July 1, 1984 must enter the Career Ladder certification program. The Career Ladder program is optional for teachers who were certificated and who taught in Tennessee prior to July 1, 1984. Currently employed teachers may enter the program at the level of their choice, conditional on prerequisite years of experience and successful evaluation. To enter the Career Level I, currently employed teachers must have at least three years of teaching experience and must complete one of five fast track options for entering the program. The fast track options include:

- Obtaining a passing score on the NTE Core Battery and and a postive recommendation from the local school system, or

- Obtaining a passing score on an appropriate NTE Specialty Area Test and a positive recommendation from the local school system, or

- Obtaining a passing score on the Tennessee Career Ladder Test and a positive recommendation from the local school system, or

- Obtaining positive results from a state approved local evaluation, or

- Obtaining positive results from a state approved staff development program

To enter at Career Level II, currently employed teachers must have at least eight years of teaching experience and must obtain minimum qualifying scores on the state evaluation process. To enter the program at Career Level III, currently employed teachers must have at least twelve years of teaching experience and meet the minimum qualifying scores on the state evaluation process.

State Evaluation at Career Level II and III

The CERA provides for local evaluation of teachers at the probationary level, the apprentice level, and Career Level I. State evaluation is mandated for Career Levels II and III. State evaluation for Career Levels II and III is conducted using the Tennessee Career Ladder Evaluation System. Tennessee spent nearly a year working with an Interim Certification Commission to develop an evaluation system for the Career Ladder Program. After reviewing the literature on effective teaching and after receiving feedback from teachers in Tennessee, the Commission, whose duty it was to develop the evaluation system, approved the criteria for the evaluation of teachers. This criteria addresses six major domains of competence. These domains include: 1) Prepares for instruction effectively, 2) Uses teaching strategies and procedures

appropriate to the content, objectives and learners, 3) Uses evaluation to improve instruction, 4) Manages classroom activities effectively, 5) Establishes and maintains a professional leadership role, and 6) Communicates effectively. Under each domain of competence are indicators of performance and measurement statements. Appendix A contains a complete listing of the domains of competence, the indicators of competence and the measurement statements which are used in the evaluation system.

Multiple Data Sources

The unique part of Tennessee's evaluation system is the use of multiple data sources. As the system was developed, each of the competencies was examined to determine the best possible source of information related to its mastery. While it seemed apparent that classroom observation be the prime vehicle for determining teacher competence, there are several areas in the domains and indicators which are not observable in the classroom. These include areas such as planning and leadership.

Consequently, the Interim Commission first examined what was to be measured and then determined the best ways to measure it. Seven data sources were built into the evaluation system with each area to be measured covered by at least two of the data sources. The data sources include classroom observation, a portfolio created by the teacher, an interview with the teacher, a principal questionnaire, a student questionnaire, a peer questionnaire, and a written test.

Data Sources

The **classroom observation** is conducted by three different evaluators who spend at least an hour each in the classroom. Each observation includes pre and post observation conferences. The observation is coded using a low inference instrument. The instrument includes a four minute coding of teacher classroom behavior and a two minute coding of a series of questions related to the classroom instructional setting. This four minute, two minute pattern is repeated at least seven times during a single observation.

The **portfolio** contains teacher developed materials related to the domains of competence. The portfolio must contain one unit plan and two sample daily lesson plans; a description of the methods that teachers use for assessing student performance; information on classroom rules, policies, and procedures; and information on leadership activities. The portfolio is rated by an evaluator during one of the visits to the school.

The **interview** is a series of fourteen question sets related to the domains of competence. It is a structured interview with behaviorally anchored and cumulative rating scales. Teachers are asked questions pertaining to areas such as instructional goals, teaching strategies, use of evaluation data, and reporting student progress. (Effective February 22, 1985 the interview has been removed from the evaluation process for the 1984-85 school year. This action was due to the release of confidential rating scales to selected teachers).

There are three types of **questionnaires** used in the evaluation system: a peer questionnaire, a student questionnaire, and a superordinate questionnaire. Since teachers usually do not observe each other in the classroom, no questions related to how a teacher performs in the classroom appear on the peer questionnaire. The peer questionnaire contains only questions related to the leadership area of the evaluation system. Teachers are asked questions such as whether the colleague shares materials or helps solve problems at the school level.

The student questionnaire has three forms: one for grades K-2, one for grades 3-6, and one for grades 7-12. All questions are related to the domains of competence and students are asked questions such as whether they understand the teacher's directions. The K-2 questionnaire consists of only eight questions and is read to the class. Students respond (with eyes closed) by putting thumbs up or thumbs down (agree or disagree) for each question. The questionnaire is read aloud in grades 3-6 and students respond on scannable answer sheets. At the high school level the evaluator reads the questionnaire, only if necessary.

The superordinate questionnaire is administered to the teacher's immediate supervisor. In most instances this is the school principal. The questionnaire does not solicit opinions of the teacher, but it asks for specific information about the teacher's behavior. Questions address areas such as the teacher's classroom management practices, the teacher's skill in planning lessons, and the teacher's use of assessment data for student placement.

The written test contains three sections: reading skills, writing skills, and professional skills. The reading and writing skills portions are used to measure the sixth domain of competence--communicates effectively. This is a screening domain only. Teachers must meet a minimum qualifying score on the reading test and must pass the writing test, but no points are awarded in the evaluation process for this area. The third section of the test--the professional skills test--is divided into four subtests. These subtests are 1) Principles and Practices for Planning Effective Instruction (25 items), 2) Practices and Procedures for Effective Instruction (25 items), 3) Evaluation of the Effects of Instruction (25 items) and 4) Practices and Procedures for Effective Classroom Management (25 items). The professional skills test relates to the first four domains of competence and accounts for less than ten-percent of the weight in each of the four areas.

Selecting Evaluators

The Tennessee Career Ladder Program is structured around the domains of competence and the concept of peer evaluation. To implement the seven part evaluation system, peer teachers are chosen as evaluators. The legislation states that the peer evaluators shall be Career Level III teachers. Since in this initial year no Career Level III teachers have yet been identified, outstanding teachers have been selected to be full time evaluators.

In order to be an evaluator, a teacher must have twelve years of teaching experience, respond to six questions on an application form, and have three letters of recommendation. This information is reviewed by three readers, who rate the applications either: 1 (not qualified),

2 (possibility) 3 (recommended). A telephone call is placed to a superordinate of any person rated a 3, and a set of structured questions is asked of a superordinate of the candidate. If the responses are positive, a personal interview is scheduled with the candidate. If recommended, his or her name is sent to the Interim Commission for approval as a full time evaluator. Evaluators take a year's leave of absence from their local school systems and are on loan to the state full time. Once Career Level III teachers have been identified through the evaluation process, they may apply to be full time evaluators and go through the selection process.

Training and Scheduling Evaluators

Evaluator training takes approximately four weeks, with follow-up sessions and reliability checks throughout the year. Evaluators are trained to do the classroom observation using video-tapes and visits to the classroom. They are given portfolios to rate and are trained in interview techniques. Reliability checks are required for each instrument before a teacher is allowed to carry-out that portion of the evaluation. The evaluators are also trained to administer questionnaires and to conduct pre and post observation conferences.

The state of Tennessee has three regional coordinators whose responsibility it is to schedule evaluators across the state. Each Career Level II or III candidate is assigned a team of three evaluators, one of whom must be from the same grade level or general subject area as the candidate. The candidate has a right to waive one of the assigned evaluators and none of the evaluators can be from the same school system

as the candidate. Evaluators have responsibility for either an "A," "B," or "C" visit.

The "A" visit includes observing the teacher in the classroom, conducting the related pre and post observation conferences, administering the principal questionnaire, and administering the peer questionnaire. The "B" visit includes observing the teacher in the classroom, conducting the related pre and post observation conferences and conducting the candidate interview. (The interview has been eliminated for the 1984-85 school year.) The "C" visit includes observing the teacher in the classroom, conducting the related pre and post observation conferences, administering the student questionnaire and rating the portfolio.

Scoring and Reporting Evaluation Results

The evaluation instruments are scannable documents, and the evaluators submit each candidate's information in confidential envelopes to the State Testing and Evaluation Center. There, the various instruments are scanned and scores for each domain are reported for each candidate.

The data sources contribute to eighty-two scores related to the five major areas of competence. Each area has a different number of scores. Planning has 10 scores, teaching strategies has 32 scores, evaluation has 9 scores, classroom management has 24 scores, and leadership has 7 scores. All scores are converted to the same nine-point scale. The scores in each area are weighted and then averaged to give one score in each of the five areas. These scores are then given a weight of 75

percent in deriving the overall scores. The remaining 25 percent is based on consensus scores from the evaluation team, who assign a score on the 9-point scale for each of the five major areas of competence. The total score in each area (75% data and 25% evaluator consensus) is compared to the following cutoff scores:

Domain	Cutoff Scores	
	Career Ladder II	Career Ladder III
1. Planning	7.50	7.75
2. Strategies	5.25	5.75
3. Evaluation	5.50	6.25
4. Classroom Management	5.75	6.25
5. Leadership	5.75	6.50

To qualify for Career Level II, a teacher must score at or above the cutoff score in each of the five areas of competence. To qualify for Career Level III, a teacher must score at or above the cutoff score for four of the five areas of competence and at or above the Level II cutoff score in the fifth area.

Local Evaluation for the Career Ladder Program

While the Comprehensive Education Reform Act (CERA) requires the state to evaluate teachers at Career Levels II and III, local school systems are responsible for the evaluation of teachers at the probationary level, apprentice level, and Career Level I. Probationary and apprentice teachers are evaluated annually and Career Level I teachers are evaluated twice in a five year period.

The law requires that local school systems evaluate teachers using procedures which follow state guidelines. School systems must submit their teacher evaluation systems to the State Department of Education for approval by the State Board of Education. If local school systems do not submit an evaluation plan, or if the evaluation plan submitted is not approved by the State Department of Education, local school systems must use the state model for teacher evaluation. This model is similar to that used by the State for Career Ladder II and III.

The State Board of Education issued two sets of guidelines for teacher evaluation in the Career Ladder Program, one for 1984-85 and the other for 1985-86. The guidelines for 1984-85 require that the evaluation system address four of the domains of competency--Planning, Teaching Strategies, Evaluation and Classroom Management. The guidelines for 1985-86 require that the evaluation system address all six domain areas. Therefore, in 1985-86, the domains of Professional Leadership and Communicates Effectively are added at the local level. The reason for the two sets of guidelines is to allow school systems a reasonable length of time to develop and implement evaluation systems that are congruent with the evaluation system used for Career Level II and III.

Local Use of the State Model for Career Ladder Evaluation

The state of Tennessee issued 1984-85 guidelines for local evaluation in May, 1984. This section of the paper will address the State Evaluation Model that has been created to meet the requirements of the 1984-85 guidelines.

It became apparent shortly after the guidelines were issued that a majority of school systems would elect to use the State Model for local evaluation rather than submit their own local evaluation plan for approval. Of 142 school systems in Tennessee, 122 are using the State Model for the evaluation of Career Ladder personnel. There were several reasons why the majority of school systems in the state elected to use the State Model. In a review of existing evaluation systems, the State Department of Education staff found that local evaluation systems had not focused their descision-making upon the critical areas involved in effective teaching practices. The evaluation instrumentation was often a high inference check list with no objective information. Training of evaluators was almost non-existent. In some of the more sophisticated evaluation systems, the formative aspects of evaluation were addressed, but the evaluation systems did not provide for summative conclusions or for recommendations for rehiring based upon the evaluation process.

In the Career Ladder evaluation process, the decision-model for advancement is critical. Not only does it determine whether a teacher is rehired by a local school system, but it also determines the certification level of the teacher. One advances through the certification process from the probationary level to the apprentice level to Career Level I. At each step in the evaluation/certification process, higher standards are required for each domain of competence.

Multiple Data Sources in the State Model

The state model was developed to be similar to the evaluation system used for Career Level II and III. Therefore, a modified multiple data source concept was used to measure the four domain areas.

One data source is the use of **previous evaluations.** Since a principal is to assist a teacher at the lower rungs of the ladder in improving skills through staff development, a longitudinal assessment and review of progress is a necessary beginning for each school year's evaluation.

A second data source is a review of the teacher's **lesson plans.** Prior to the first observation visit, the teacher provides the evaluator with a lesson plan. The state model provides the evaluator with a check list of areas to examine when assessing the lesson plans. The evaluator rates the lesson plan and reports its strengths and areas for improvement to the teacher during the first pre observation conference. The lesson plan analysis primarily addresses the planning domain of competence.

A third data source is the **classroom observation.** Classroom observations must be conducted at least twice. Each observation is a three-step process consisting of the pre observation conference, the observation, and the post observation conference. During the pre observation conference, the evaluator gathers information needed to understand the classroom lesson. The second step is the classroom observation. It is scheduled for a minimum of forty-five minutes. During the observation the evaluator codes and writes appropriate information on an observation form. This form is a simplified version of the low inference instrument used for Career Levels II and III. Although using a higher inference coding system, it still addresses the competencies in the Career Ladder Program. The information coded on the observation form is cumulated and interpreted. The third step, the post observation conference, provides the evaluator with an opportunity

to discuss the strengths and areas for improvement from the observation with the teacher.

The fourth data source is a **teacher conference.** At this time the evaluator discusses competencies that cannot be measured in a classroom observation or identified in a written lesson plan. The teacher conference covers areas such as goals and objectives, the use of instructional materials, and the use of diagnostic and student assessment information.

The Decision Model

The decision model is based upon the total evaluation process including a written improvement plan. One of the prime reasons for the evaluation is to assist the teacher in improving his or her skills during the school year. As the evaluator carries out the process, an improvement plan must be provided to the teacher. A comprehensive staff development program is available to teachers in the Career Ladder Program. The Tennessee Instructional Model has been created to match the domains and indicators of competence in the teacher evaluation system.

The evaluator must combine information from all of the data sources to make the summative decision concerning a teacher's performance. During a year end conference with the teacher, the evaluator rates the teacher's performance on behaviorally anchored rating scales which are matched to each of the competency areas. Each certification level has its own competency standard. As one moves up the Career Ladder from the probationary level to the apprentice level to Career Level I, the performance standards increase.

Management System for Local Evaluation

The Comprehensive Education Reform Act requires local education agencies to be responsible for teacher evaluation at the lower rungs of the Career Ladder. The evaluation is for employment at the local level and for the issuance of a teacher's certificate. As mentioned earlier in this paper, the state reviews the local evaluations for apprentice and Career Level I certificates. Because of the importance of these evaluations, the number of them which must be carried out, and the variety of forms and schedules required depending on the teacher's status in the system, it is imperative that the local school systems have an efficient management system for handling the evaluation procedures and forms.

The State Model for Local Evaluation provides a management system for local school systems to systematically record and monitor the required teacher evaluations. This management system contains sample forms for tracking teacher evaluations and for use in the evaluation process.

Summary

The Career Ladder Program in Tennessee is a comprehensive teacher evaluation and certification system. The program is designed to attract, retain and reward excellent teachers. On the basis of performance evaluation, teachers can move-up a Career Ladder which provides monetary incentives of $1000 to $7000 and allows the teacher professional growth opportunities through assisting beginning teachers and other extended contract activities. Evaluation at Levels II and III of the Career Ladder is a state responsibility and is conducted by a

team of three full-time peer evaluators from outside the candidate's school system. The evaluation system at Career Level II and III uses a multiple data source approach with minimum qualifying scores required for each level.

Local school systems are responsible for evaluation at the three lower levels of the Career Ladder--the probationary level, the apprentice level, and Career Level I. School systems may submit their own evaluation system to the State Department of Education for approval or may use a State Model for Local Evaluation for Career Ladder evaluation. In either case, the required match between the local and state evaluation at all levels of the Career Ladder Program provides teachers with a consistent, sequenced evaluation program. The additional links to a career development program, including the Tennessee Instructional Model, allow teachers to improve their performance as they climb the ladder. Career Level II and III teachers are assigned to assist teachers at the lower levels of the ladder to provide continuous monitoring and support for teachers at the school building level. The Career Ladder Program in Tennessee allows teachers many options as they approach their chosen careers. All aspects of the ladder are structured to attract outstanding teachers to the profession, to retain them in the profession, and to reward them for outstanding performance.

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Appendix A

Competencies and Indicators with Measurement Statements

I. Prepares for instruction effectively

A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.

- Establishes long-term instructional goals
- Selects goals and sequences instructional objectives in accordance with goals
- Teaches material relevant to his or.her instructional assignment
- Addresses both lower and higher level thinking skills

B. Prepares instructional plans and materials incorporating principles of effective instruction

- Prepares teaching procedures for introducing instructional goals and objectives to learners
- Identifies content, materials, and media needed for the instructional program and arranges for them

C. Creates, selects or modifies instructional plans and materials to accommodate learner instructional levels

- Selects/adapts/creates instructional materials to accommodate learner differences

II. Uses teaching strategies and procedures appropriate to the content, objectives and learners

A. Provides a clear description of the learning task and its content

- Provides correct/current information
- Provides an overview of material to be covered
- Provides directions and explanations related to lesson content/concepts
- Helps learner recognize the integration of content/concepts
- Paces learning tasks according to difficulty of material

B. Monitors learner understanding and reteaches as necessary

- Identifies learner instructional levels before beginning instruction

- Clarifies directions and explanations when learners misunderstand
- Provides examples of how task is to be completed
- Distinguishes steps in the learning task
- Paces learning activities to accommodate learner differences
- Attends to learner needs in order of importance

C. Provides learners appropriate practice and review

- Requires learners to apply skills and concepts
- Uses responses and questions from learners in teaching
- Utilizes alternative and supplemental activities which address instructional objectives
- Requires learners to explain, compare or evaluate content/concepts
- Provides supervised practice with the application of content/concepts
- Provides seatwork/homework for independent practice

D. Establishes and maintains learner involvement in the learning task

- Helps learners recognize the purpose and importance of the learning activities
- Maintains learner focus on the learning task
- Provides learners opportunities to participate in learning tasks.
- Monitors learner involvement with the learning task and adjusts teaching procedures to enhance learner involvement

III. Uses evaluation to improve instruction

A. Uses information about learner performance to improve the instructional process

- Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about student progress
- Uses learner performance data for diagnosis/remediation of learner needs
- Uses learner performance data for improving instructional content/curriculum
- Identifies diagnostic and assessment materials and procedures needed for the instructional program and arranges for them

B. Reports learner status and progress to learners and their parents

- Provides feedback/correction of errors during supervised practice
- Explains grading/scoring standards to learners and parents
- Returns corrected seatwork/homework, tests and other work promptly
- Provides specific information for improvement of work

IV. Manages classroom activities effectively

A. Establishes and maintains appropriate learner behavior

- Provides guidelines for learner behavior
- Applies specific and reasonable sanctions for inappropriate learner behavior in a consistent manner
- Provides feedback to learners about their behavior
- Controls situations in which inappropriate behavior is likely to occur
- Uses verbal and non-verbal classroom management techniques effectively

B. Establishes and maintains a classroom climate conducive to learning

- Demonstrates positive verbal behavior to learners
- Demonstrates positive non-verbal behavior to learners
- Indicates confidence that all learners can and will learn
- Encourages effort and progress
- Supports learner excellence and achievement

C. Makes effective use of classroom resources

- Maximizes available learning time
- Provides clear and detailed plans and directions for substitutes, aides and other instructional assistants
- Utilizes assigned facilities to accommodate different types of learning activities
- Arranges classroom furniture and equipment to facilitate movement
- Arranges classroom materials and media to provide resources for learning accessible to the learner

- Indicates when the task is to be completed and maintains timeliness
- Integrates instructional resources with teaching procedures
- Handles minor interruptions without disruption to the current task

V. Establishes and maintains a professional leadership role

A. Improves professional skills and knowledge

- Takes formal coursework related to teaching assignment/advancement
- Obtains graduate degree(s) related to teaching assignment/advancement
- Participates in "non-required" staff development activities
- Uses ideas from books, professional journals and professional organizations to enhance classroom instruction
- Tries new methods/approaches in the classroom and evaluates their success
- Seeks and utilizes community resources to enhance classroom instruction

B. Takes a leadership role in improving education

- Conducts workshops/training sessions
- Creates materials/programs and shares with others
- Holds a leadership position in school/school system
- Receives special honor(s)
- Holds leadership position in educational organizations
- Assists in establishing school goals and takes an active role in achieving them
- Takes an active role in resolving school problems
- Promotes parent/community interest in the school
- Initiates activities and projects in the school
- Shares material and resources with peers and administrators
- Discusses professional topics with peers and others
- Assists peers and others in identifying and solving instructional problems
- Works cooperatively with peers, administrators and community members in planning and implementing curricular and extra-curricular activites

C. (Screening)* Performs professional responsibilities efficiently

- Maintains accurate and up-to-date records
- Completes assigned tasks on schedule
- Arrives on time for class, meetings and other scheduled activities
- Maintains a satisfactory record of attendance
- Manages routine business and record keeping efficiently
- Follows applicable policies and procedures of the state

VI. (Screening)* Communicates effectively

A. Writes clearly and correctly

- Handwrites or prints legibly
- Organizes written information
- Uses vocabulary and style appropriate to the level of the audience
- Uses correct grammar and mechanics

B. Communicates oral information effectively

- Speaks clearly at an appropriate pace and volume
- Organizes oral information
- Uses vocabulary appropriate to the level of the audience
- Uses grammar correctly

C. Reads professionally relevant literature/materials with comprehension

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* Competencies and indicators marked "screening" are expectations of all teachers. They are minimum competencies/indicators which will be assessed during the evaluation process. If a serious deficiency is found in one or more of these areas, the evaluation process may be terminated at that point. However, the candidate has a right to review in this situation, if he/she feels that the termination is unfair.